Evaluation Results

AAHSL/NNLM/MLA Diversity, Equity, and Inclusion Webinar Series

2019 - 2020

Webinar #1: Diversity & Social Justice: A Starting Place

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Executive Summary

1. Evaluation Summary

The first of 9 webinars, *Diversity and Social Justice: A Starting Place*, was hosted on June 19, 2019. The class topics included recognizing difference and engagement habits, personal reflection and seeking out new experiences, conscious and unconscious bias, and the role of curiosity, generosity, authenticity, and vulnerability. The class evaluation survey was modified from the existing NNLM training evaluation form to include class-specific learning outcome questions. An evaluation link was provided to the class attendees on June 19, 2019 and was open until July 16, 2019. A total of 370 people attended the class. 216 participants completed the class evaluation with a response rate of 58 percent.

Survey data were subsequently downloaded from REDCap[i] and analyzed by the NEO Evaluation Specialist using SPSS version 26.0. for univariate analysis. A one-sample test was conducted to compare the difference in the respondents' expertise prior to and after taking the class.

2. Background

Diversity, Equity, and Inclusion (DEI): Nine Conversations that Matter to Health Sciences Librarians with Jessica Pettitt is a 9-session webinar series organized by Association of Academic Health Sciences Libraries (AAHSL), National Network of Libraries of Medicine (NNLM) and Medical Library Association (MLA). The primary objective of the webinar series is to provide a space for conversations among medical librarians and library staff working in library organizations seeking to harness the power of diversity and inclusion. This yearlong webinar series offer both internal and external dialogues about similarities and differences and online active learning conversations to increase shared understanding about DEI topics. DEI is a value of the National Library of Medicine (NLM) according to the 2017-2027 strategic plan. The NNLM and library associations such as Medical Library Association (MLA) and Association of Academic Health Sciences Libraries (AAHSL) have also expressed needs for an understanding of DEI.

The titles of nine classes for the DEI Webinar Series are:

1. *Diversity & Social Justice: A Starting Place* (June 19, 2019)
2. *Unconscious Bias: Perceptions of Self & Others* (August 21, 2019)
3. *Being a Better Ally to All* (October 16, 2019)
4. *Working Across Difference: Making Better Connections* (November 13, 2019)
5. *That's Not Funny! Or is it?* (January 20, 2020)
6. *Knowing what you don't know: Medical Micro-aggressions* (March 18, 2020)
7. *I am ... Safe Zones: Sticks and Stones LGBTQIA 101* (May 13, 2020)
8. *I am ... Safe Zone: Gender This!* (July 15, 2020)
9. *I am ... Safe Zone: Messages I Learned* (August 12, 2020)

3. Key Findings[ii]

- **Primary learning outcomes**: Most of the respondents achieved three primary learning outcomes for the class. Over 90 percent of the respondents reported 1) increased awareness of dominant and

subordinated identities (n=205, 96%), 2) better understanding how their worldviews may be limiting (n=200, 95%), and 3) understanding difference between the Golden and Platinum Rules (n=193, 91%).
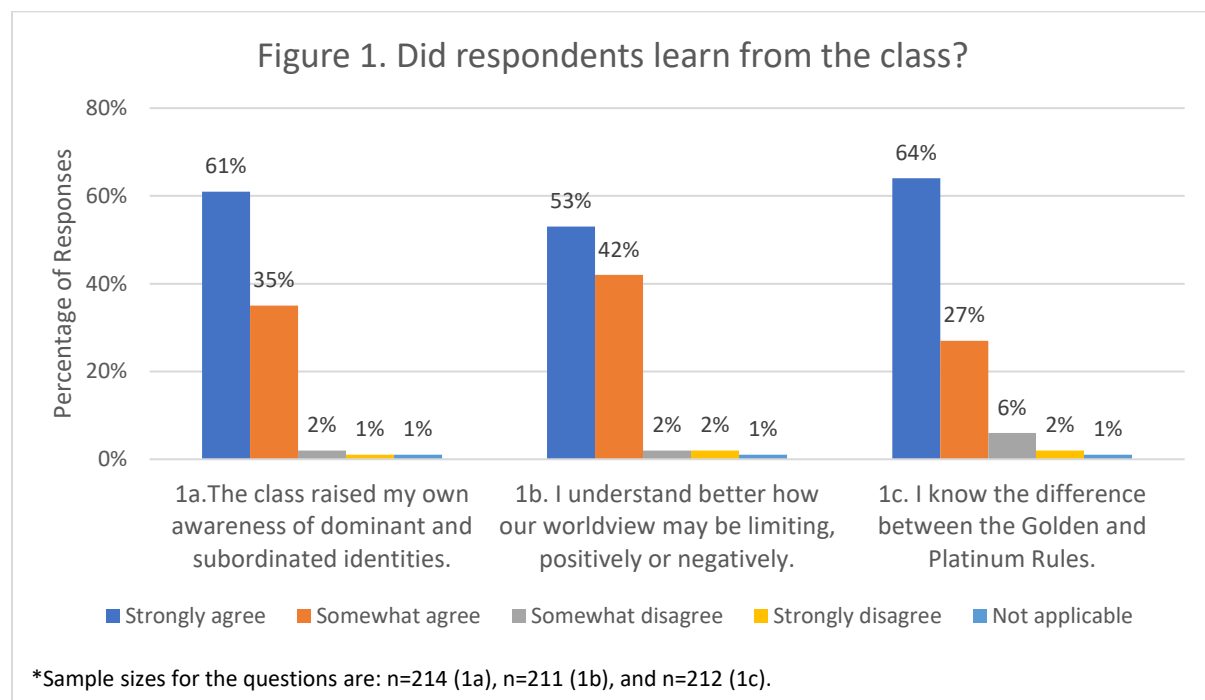
- **Meeting expectations of respondents**: The class exceeded or met expectations for nearly all of the respondents. About 33 percent of the respondents (n=70, 33%) reported that the class exceeded their expectations and about 66 percent of the respondents reported that the class met all, most, or some of their expectations (n=143, 66%).
- **Comments about meeting expectations**: A total of 96 respondents provided comments and the most common response was about how informative the class was (n=23, 24%).
- **Knowledge gain from the class**: About 82 percent (n=126, 82%) reported increase in their expertise after the class. The average rating of the expertise was 37 prior to taking the class on a scale of 0 to 100, but increased to 52 after taking the class.
- **Experience with the class:** Over 90 percent of the respondents somewhat or strongly agreed that the class was engaging (n=202, 95%), the technology used in the class was appropriate and supported their learning (n=206, 96%), and the instructor was knowledgeable and well-prepared (n=214, 99%).
- **Comments about the presenter**: A total of 102 respondents provided comments that were grouped by theme: 1) strong knowledge and preparation of the presenter (n=44, 43%) 2) good overall presentation (n=33, 32%), 3) engaging class (n=23, 23%), 4) effective use of examples (n=16, 16%), 5) good Q & A (n=11, 11%), 6) effective communication (n=3, 3%), and 7) other (n=17, 17%). All the comments were positive except the ones in 'other' category. Thirty-three (33) respondents provided comments in more than one area.
- **Most helpful part of the class**: One hundred six (106, 49%) respondents provided comments. The respondents reported the most helpful part of the class to be tools and exercises to assess self-identities (n=20, 19%) and examples and explanations provided in the class (n=18, 17%)
- **Areas for improvement**: Seventy-five (75, 35%) respondents provided comments. Sixteen (n=16, 21%) respondents suggested more time and longer session, followed by better technology (n=10, 13%), more interactive session (n=9, 12%) and more visual cues and slides (n=7, 9%). Another ten (10) respondents stated that they have no suggestions about the class. Nine (9, 12%) respondents had suggestions about the webinar content and format and fourteen (14, 19%) had suggestions about other aspects of the class.
- **General comments**: A total of 49 respondents provided comments. About 20 percent (n=10, 20%) of the respondents stated that they look forward to the next webinar or the webinar series, followed by appreciation for the presenter and the host (n=9, 18%) and positive experiences with the presenter/class (n=8, 16%). Three (3) respondents (6%) commented that the class was a good introduction to the topic. About 39 percent (n=19) provided comments in other areas.
- **Likelihood of recommending the class to a colleague**: About 77 percent of the respondents (n=162) stated that they would recommend it to a colleague and about 22 percent (n=46) stated that 'maybe' they would recommend it to a colleague. Three (3) respondents (1%) reported that they would not recommend the class to a colleague.
- **Medical Library Association (MLA) Continuing Education (CE) credit**: About 84 percent (n=176) of the respondents wanted to receive MLA CE credit.

Survey Results

Q1. The first set of questions is about your experience with the content of the class. To what extent do you agree or disagree with the following statements?

The first set of questions assessed three main learning outcomes of the class. As seen in Figure 1, over 90 percent of the respondents strongly or somewhat agreed that:

- The class raised their own awareness of dominant and subordinated identities (96%, n= 205).
- They have a better understanding of how their worldview may be limiting, positively or negatively (95%, n= 200).
- They know the difference between the Golden and Platinum Rules (91%, n=193).

Figure 1. Did respondents learn from the class?

*Sample sizes for the questions are: n=214 (1a), n=211 (1b), and n=212 (1c).

Q2. Did the class meet the respondents' expectations (n=214)?

Overall, the class exceeded or met the respondents' expectations (Figure 2). About one-third (n=70) of the respondents reported that the class exceeded their expectations and over half (n=111) stated that it met most or all of their expectations. Fifteen (15) percent of the respondents (n=32) noted that the class met some of their expectations. There was only one respondent who stated that the class did not meet any of his/her expectations.

Figure 2. Did the class meet respondents' expectations (n=214)?
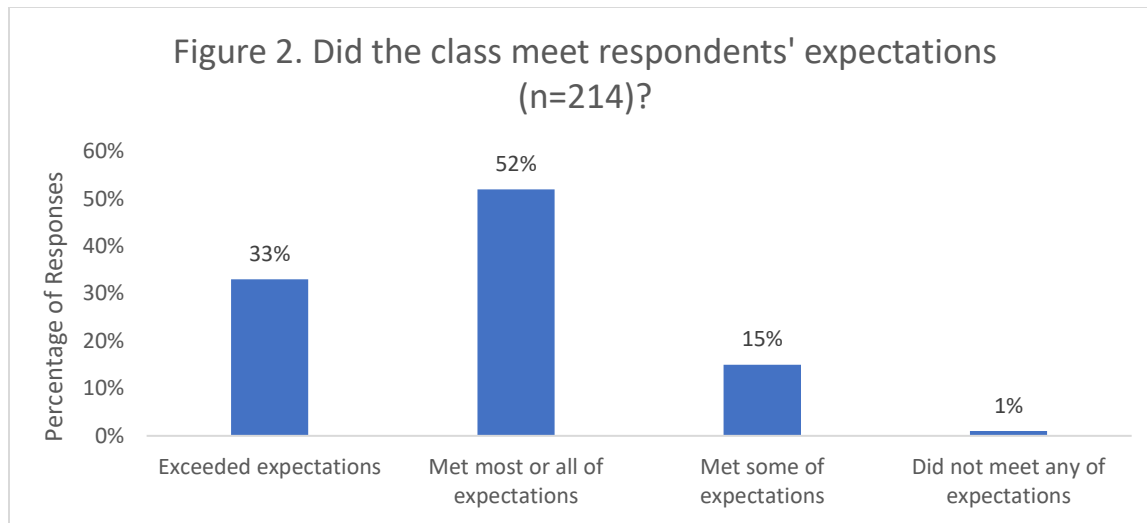
Q2a. Please describe how the class did or did not meet the expectations (n=96).

A total of 96 respondents provided comments on how the class did or did not meet the expectations. The comments were related to:

- The class was informative (n=23, 24%).
- The class was a good introduction to the topic (n=16,17%).
- The examples and explanations provided in the class were helpful (n=12, 13%).
- The class improved self-awareness (n=11, 11%).
- The presenter was excellent and engaging (n=10, 10%).
- The class exceed or met the respondents' expectations (n=8, 8%).
- The presenter and the attendees needs to be more diverse (n=4, 4%).
- The class provided something to think about (n=4, 4%).
- The class taught me context matters (n=3, 3%).
- Q & A were long, which made the presenter rush through to cover all the materials (n=3, 3%).
- There was nothing new I learned from the class (n=3, 3%).
- Other comments (n=11, 11%)

Examples of 'other' comments include:

"I thought there would be more time for self-reflection and application of the principles shared."

"I thought there would be more participant engagement and what social justice is and what it looks like."

Q3. Please rate your expertise in the class subject NOW (n=167).

The respondents were asked to rate their expertise after taking the class on a rating scale that ranged from novice (0), competent (50), to expert (100) on a continuum. The average score for expertise after the class was 52. The most common score the respondents reported was 50 (n=26, 16%).

Q4. Please rate your expertise in this subject PRIOR to taking this class (n=174).

The respondents were asked to rate their expertise prior to taking the class on the same rating scale as Q3. The average score for expertise prior to taking this class was 37 and similar to Q3, the most common response was 50 (n=14, 8%).

To assess the knowledge gain after the class, the individual ratings from the respondents before taking the class was subtracted from the scores after taking the class. Sixty-two (62) respondents were excluded as they did not respond to Q3 or Q4, resulting a final sample size of 154 available for comparison. The average individual score difference before and after taking the class was 13 ((t (153) = 11.6, p<.001). About 82 percent (n=126) reported the knowledge gain and the biggest score increase reported was 62. About 12 percent of the respondents (n=19) reported a decrease in expertise after the class and about 6 percent (n=9) reported no difference before and after the class (Figure 3).

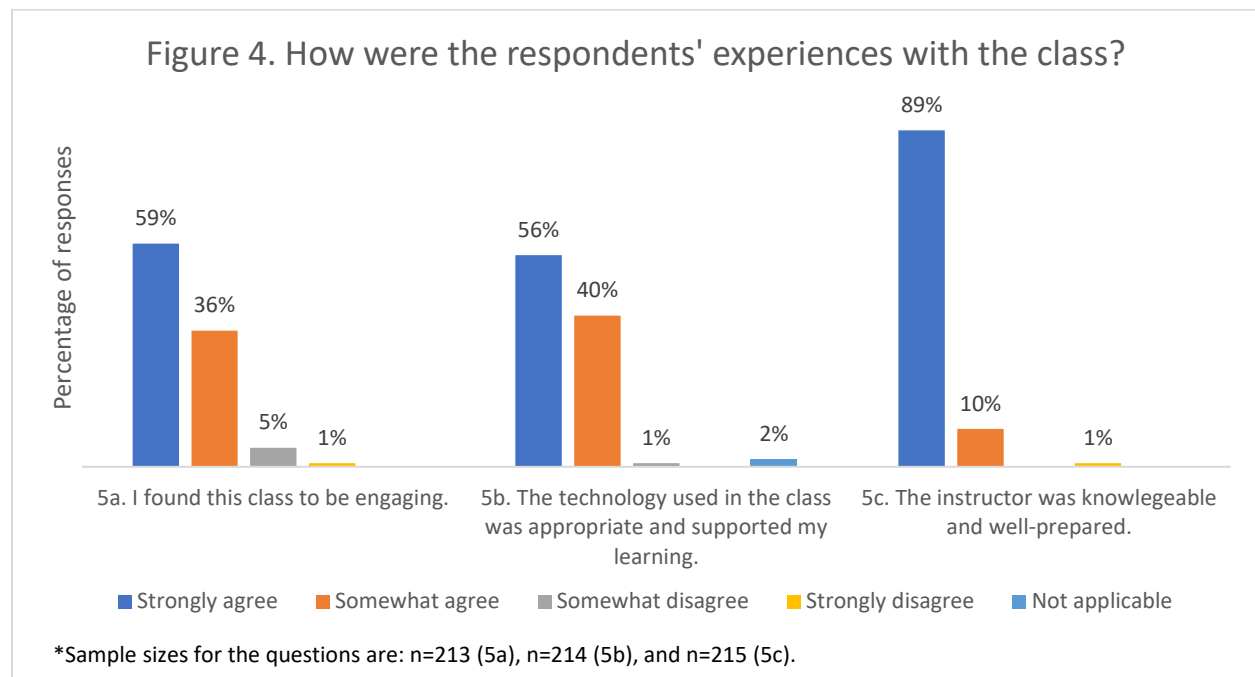Figure 3. Respodents' individual score differences before and after taking the class (n=154)
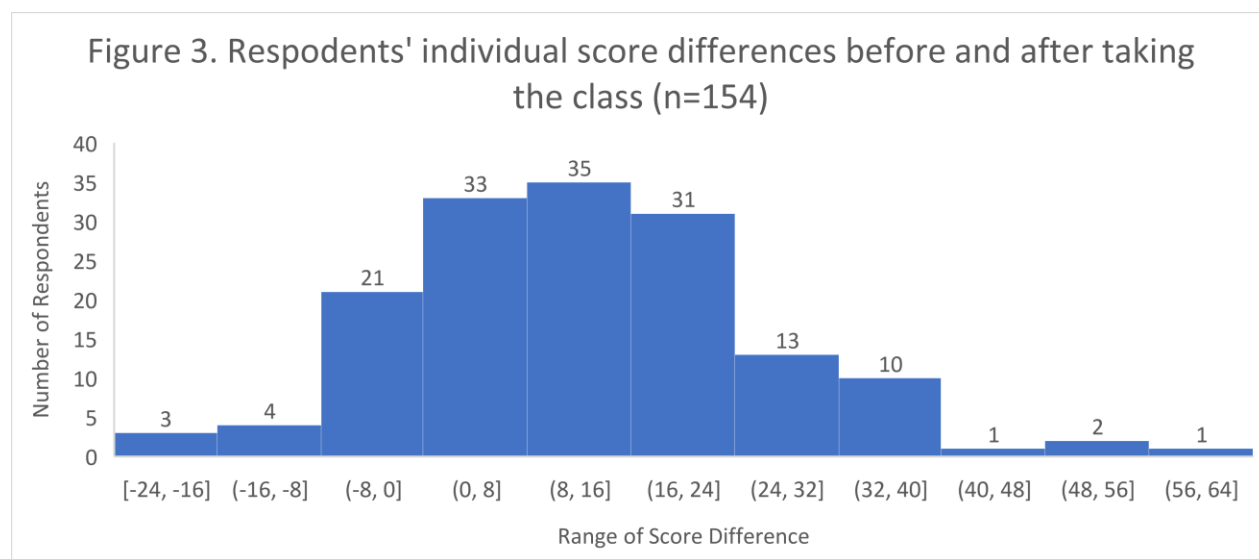
Q5. To what extent do you agree or disagree with the following statements?

The respondents were asked to rate their overall experience with the class (Figure 4). Over 90 percent of the respondents strongly or somewhat agreed that:

- They found this class to be engaging (95%, n=202).
- The technology used in the class was appropriate and supported their learning (96%, n=206).
- The instructor was knowledgeable and well-prepared (99%, n=214)

About five (5) percent of the respondents (n=11) somewhat or strongly disagreed that the class was engaging.

Figure 4. How were the respondents' experiences with the class?

*Sample sizes for the questions are: n=213 (5a), n=214 (5b), and n=215 (5c).

Q5c.i. Please comment on your assessment of the instructor in the previous question (n=102).

A total of 102 respondents provided comments that were grouped by theme: 1) knowledge and preparation of the presenter (n=44, 43%) 2) overall presentation (n=33, 32%), 3) engaging class (n=23, 23%), 4) use of examples (n=16, 16%), 5) Q & A (n=11, 11%), 6) communication (n=3, 3%), and 7) other (n=17, 17%). All the comments were positive except the ones in 'other' category. Thirty-three (33) respondents provided comments in more than one area.

Examples of comments by each theme include:

1) Knowledge and preparation of the presenter (n=44)
- *"Extremely well prepared and versed in the topic - very comfortable communicating concepts. Time went very quickly."*

2) Overall presentation (n=33)
- *"Great session, Jessica! The knowledge I gained is priceless!"*

3) Engaging class (n=23)
- *"Energetic, articulate, and engaging. The information and the instructor were quite accessible."*

4) Use of examples (n=16)

- *"Was great at placing herself both as a person in a place of privilege and as a minority and how this affects her perceptions."*
5) Q & A (n=11)
- *"Great responsiveness to questions on the fly, both for clarification and to deepen the discussion."*

6) Communication (n=3)
- *"The instructor was very knowledgeable, and communicated her knowledge effectively."*

7) Other (n=17)
- *"While she knew the subject matter well, I found it hard to absorb it mostly by words, even tho' that is her style."*

Q6. What part of this class was MOST helpful (n=106)?

One hundred six (106) respondents provided comments. The respondents reported the most helpful part of the class to be:

- tools and exercises for identities (n=20, 19%)
- examples and explanations (n=18, 17%)
- terminology and fluid definitions (n=17, 16%)
- presentation style (n=8, 8%)
- everything (n=6, 6%)
- importance of context in perceptions (n=6, 6%)
- Golden and Platinum Rule (n=6, 6%)
- starting the conversation (n=4, 4%)
- cultural competency and humility (n=4, 4%)
- other (n=16, 15%)

Examples of 'other' comments include:

"I appreciated that the complexity of this arena was emphasized in multiple ways and felt that I gained some practical tips to begin working on myself."

"The introduction was great and so was the recap of the sessions points."

Q7. How could this class be improved (n=75)?

Seventy-five (75) respondents provided comments. Sixteen (16) respondents (21%) suggested more time and longer session, followed by better technology (n=10, 13%), more interactive session (n=9, 12%) and more visual cues and slides (n=7, 9%). Another ten (10) respondents stated that they have no suggestions about the class. Nine (9) respondents had suggestions about the webinar content and format and fourteen (14) respondents (19%) had suggestions about other aspects of the class below.

Examples of comments about the content and format of the class are listed below:

- *"Be more engaging and provide more solutions to the problems rather than only focusing on identifying."*
- *"By applying these concepts with concrete library examples."*
- *"I'd have preferred a bit more of an agenda/explanation of where we were going…; I find it hard to stay engaged when I don't know what topic is coming up or how long we're going to spend on each thing."*
- *"Maybe more time on examples of golden rule vs platinum rule behaviors, and less talk about the speaker's own identities, would be helpful. Also the distinction between the perhaps-more-humble Buddhist version (do not harm…) and the perhaps-more-ethnocentrism-prone Christian version (do unto others…) is important and should be unpacked, with examples."*
- *"Maybe save a little more time for Q&A"*

Examples of comments about other aspects of the class are listed below:

- *"By bringing in more diverse speakers - ideally a panel with people of color, people with disabilities, etc."*
- *"Encourage people from all ethnic groups to attend."*
- *"provide copies (docx?) of exercises that we can download, also make sure all links are sent out."*
- *"Ask the speaker to speak slower so we can grasp all of these huge concepts."*
- *"Have main concepts or slides ahead of time. Spoke quickly about a lot of information and didn't always have time to write things down before speaker was already on to the next concept."*

Q8. Are you likely to recommend this class to a colleague (n=211)?

The respondents were asked to rate how likely they are to recommend this class to a colleague. About 77 percent of the respondents (n=162, 77%) stated that they would recommend it to a colleague and about 22 percent (n=46, 22%) stated that 'maybe' they would recommend it to a colleague. Three (3) respondents (1%) reported that they would not recommend the class to a colleague.

Figure 5. How likely are respondents to recommend the class to a colleague (n=211)?

1%
22%
77%

■ Yes ■ Maybe ■ No
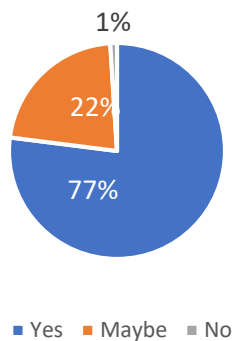
Q9. Please share any other comments you have about this class (n=49).

A total of 49 respondents provided comments after excluding 8 responses of 'not applicable,', 'not sure', or 'nothing,' About 20 percent (n=10) of the respondents stated that they look forward to the next webinar or the webinar series, followed by appreciation for the presenter and the host (n=9, 18%) and positive experiences with the presenter/class (n=8, 16%). Three (3) respondents (6%) commented that the class was a good introduction to the topic. About 39 percent (n=19) provided other comments and examples include:

- *"A mix of ethnically diverse people speaking on these topics will provide a different perspective. so next series should include a mixture of people..."*
- *"Advanced warning that you may need something to write on and with"*
- *"As I did not have access to audio, I found the live transcription to be incredibly helpful and impressively accurate."*
- *"Glad MLA is offering these webinars! Would like to see some classes offered about critical race theory + pedagogy"*
- *"I appreciated the optimistic viewpoint of it - the notion that most people are generally trying our best to do 'the right thing'..."*
- *"I didn't think the question and answer period added much... With such a large group, perhaps these should be handled offline."*
- *"thought provoking"*

Q10. Do you want to receive Medical Library Association Continuing Education credit for this class (n=209)?

About 84 percent (n=176, 84%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

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*For a complete list of comments from the first DEI class, please refer to the supplemental document, Appendix 1: *Comments from the first DEI Webinar*. *For a copy of the survey, please refer to Appendix 2: First DEI Webinar Survey Questionnaire.